



# **COMPREHENSIVE INTERPRETIVE PLAN**

Saint-Gaudens National Historic Site

# **SAINT-GAUDENS NATIONAL HISTORIC SITE**

Cornish, New Hampshire



**United States Department of the Interior • National Park Service**

APPROVED:

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# Introduction

This Long Range Interpretive Plan (hereafter referred to as the plan) for Saint-Gaudens National Historic Site (SAGA), describes the overall vision and basis for decision-making for interpretation at the park. This five to seven year implementation plan puts the Visitor Service and interpretation recommendations from the park's 1996 General Management Plan (GMP) into action, while focusing on how interpretation and education will help achieve the park's mission goals. The plan considers and encompasses the purpose and significance of the site, identifies parkwide interpretive themes and describes the desired future for interpretive services, both personal and non-personal (media). The desired future interpretive program, is also guided by the Northeast Region's 1997, Interpretation and Education Strategy, "The Road Ahead." Together with annual implementation plans and an interpretive database, this plan provides a comprehensive blueprint for interpretation and education at Saint-Gaudens National Historic Site.

This new Comprehensive Interpretive Plan replaces the existing Saint-Gaudens National Historic Site Interpretive Prospectus (1973).

This plan defines the park's interpretive program and presents the actions needed over the next five to seven years to achieve the desired future program. The section concludes with an action implementation timeframe.

The plan is intended for use by Saint-Gaudens NHS staff members responsible for protecting resources while providing for a quality visitor experience. By definition, this means that this plan belongs to all staff at Saint-Gaudens National Historic Site.

## DESCRIPTION OF SITE AND RESOURCES

Saint-Gaudens National Historic Site is located just off State Route 12A in the town of Cornish, New Hampshire. The park preserves the home, gardens, studios, artworks and collections of Augustus Saint-Gaudens (1848-1907). This is also the first unit of the National Park Service specifically set aside by Congress to commemorate a major American artist. The estate served as Saint-Gaudens' summer residence from 1885 to 1897, and his permanent home from 1900 until his death in 1907. The park has inspiring views across the Connecticut River to Mt. Ascutney in Vermont, and the surrounding countryside retains the rural character which so inspired Saint-Gaudens and the other artists who followed him here.

With a strong individual sense-of-place, the park reflects Augustus Saint-Gaudens, both personally and artistically. "Aspet," the sculptor's home, was once an inn along the stagecoach road between Windsor, Vermont and Meriden, New Hampshire. Following the summer of 1885, Saint-Gaudens began remodeling the house, adding the spacious, columned porch on the west side, interior rooms, a curving staircase and office, and later, in 1904, painting the exterior brick walls white. The home retains the original Saint-Gaudens furnishings, which evoke the character of the sculptor and his wife, Augusta Homer Saint-Gaudens.

Saint-Gaudens rehabilitated a nearby barn to serve as his personal studio. This was later replaced by a specially designed structure known as the "Little Studio." He also took a deep interest in the grounds and helped plan and design structures, place buildings and plant trees and shrubs. His efforts here echo his lifelong interest in the importance of landscape and the settings of his major monuments.

Saint-Gaudens National Historic Site possesses an extensive collection of artwork reflecting the sculptor's prominence in the "Cosmopolitan Era" in American art (1860-1900) and the "Cultural Nationalism" movement that followed. This Site is one of the few NPS properties with an important collection of works of art. In addition to sculpture, the park's collection of over 6,500 objects, includes early sketches, models, molds and fragments and other materials. The historic furnishings of the house, studio and grounds compliment and authenticate his personal life and family.

In addition to cultural features, the site contains significant natural resources, including geological resources, significant water resources, considerable diversity of habitat, flora and fauna. Of the approximately 150 acres comprising the park, at least 125 acres are natural area, most of which is forested. The following areas relate directly to the site's natural features: Blow-Me-Down Pond and associated wetlands, Blow-Me-Down Brook, Blow-Me-Up Brook, Ravine Trail, Blow-Me-Down Trail.

The park maintains a large research library of over 1,600 volumes, as well as archival material including over 7,000 photographs and slides relating to Saint-Gaudens' sculpture, his life, and the "Cornish Colony." The Saint-Gaudens family papers are housed in nearby Hanover, New Hampshire, at Dartmouth College Special Collections and are easily accessible for research.

## **PART I. FOUNDATION FOR SAINT-GAUDENS NATIONAL HISTORIC SITE'S INTERPRETIVE PROGRAM**

This section presents park purpose, significance and interpretive themes, a discussion about issues and influences for interpretation, and a discussion about visitors. This body of information forms the foundation for the park's interpretive program, and is the basis of future implementation discussed in Part II.

### **Park Purpose**

Based on the park's enabling legislation, the following statements of purpose remain constant:

- To be a living memorial to the life and works of Augustus Saint-Gaudens.
- To preserve and protect historically significant properties associated with the life and cultural achievements of Augustus Saint-Gaudens.
- To promote the arts through events in the spirit of those conducted by Augustus Saint-Gaudens and the Saint-Gaudens Memorial during its stewardship of the site.

## **PARK SIGNIFICANCE**

Saint-Gaudens National Historic Site was established on August 31, 1964, as the first National Historic Site dedicated to the life and work of a visual artist.

Augustus Saint-Gaudens (1848-1907) was a prominent figure during the “Cosmopolitan Era” in American art (1860-1900) and the “Cultural Nationalism” movement that followed. His home was the central locality and site of significant events in the circle of artists and writers known as the “Cornish Colony,” of which Augustus Saint-Gaudens is regarded as a founder. The park also contains the final resting place of Augustus Saint-Gaudens and members of his family.

The site’s significance is further enhanced by the retention of the rural character of the surrounding countryside that attracted and inspired Saint-Gaudens and the Cornish Colony.



## **DIRECTION FOR INTERPRETATION IN PLANNING DOCUMENTS**

### **General Management Plan**

The General Management Plan (GMP) approved for Saint-Gaudens NHS in 1996, presents interpretive themes based on the 1977 Interpretive Prospectus, as well as “desired futures” for four alternative plans. The preferred alternative, which includes phased onsite and offsite development, proposes a number of actions that will increase interpretive opportunities for visitors.

## PARKWIDE INTERPRETIVE THEMES

1. **Saint-Gaudens the sculptor** – The collection of works that span the sculptor's life offers understanding of the artist's growth, his styles, influences and subject matter.
2. **Saint-Gaudens holds an important place in America's cultural heritage and in the era during which he lived and worked** – the artist contributed to American art, coinage, and city planning.
3. **The house, gardens and studio form a personalized framework for understanding and appreciating the sculptor's character and work** – the sculptor's private life, his family and his personal aesthetics are reflected in the site.
4. **The sculptor engages in a complex process, involving multiple people, methods and materials to create a finished piece** – (The sculpting process and production methods)
5. **The Cornish Colony made a significant contribution to American cultural heritage** – the visitor will understand what the "Cornish Colony" was, who was involved, the significance of the artist colony movement in America, and this particular community's contribution to American art.
6. **The legacy of Saint-Gaudens is perpetuated through the Memorial's sponsorship of events in the arts** – Saint-Gaudens was a great supporter of the arts. This legacy has been carried on through the years by the Saint-Gaudens Memorial, through its support of the summer concert series, the artist fellowship program, art exhibitions, and publication of a catalog of Saint-Gaudens' work. This theme will help the visitor to understand the Saint-Gaudens Memorial – its history, mission and contributions to the site.
7. **Saint-Gaudens National Historic Site supports significant biodiversity. Considerably diverse habitats are found within the park** – The park consists of 150 acres, 60% of which are natural areas of forest and wetlands. Several nature trails traverse this area.
8. **The natural beauty of the area** – was largely responsible for Augustus Saint-Gaudens' decision to move to Cornish, New Hampshire. The landscape further inspired the other Cornish Colony artists, who often included the area's natural elements in their art work. "Aspet," its gardens and surrounding countryside, inspired Saint-Gaudens and other artists to pursue their work productively while building a creative community.
9. **Saint-Gaudens as teacher** – During his career, Saint-Gaudens taught students at the Art Students' League and took on many aspiring men and women sculptors as assistants, many of whom went on to make their own mark in American art, culture and coinage.

## OVERALL DESIRED VISITOR EXPERIENCE

### Visitors may. . .

- Feel welcome and at-ease as a ranger greets them at the entrance kiosk.
- Choose from a variety of ways to explore the park resources and stories.
- Find interpretive exhibits and programs to help them understand the life and works of Augustus Saint-Gaudens.
- Appreciate the sculpture in appropriate settings with discreet messages to help them understand works.
- Take part in cultural events such as concerts and art exhibitions
- Experience the serenity of the unobstructed views, the landscape, gardens and trails and explore the natural history of the park.
- Understand the park's significance as part of the NPS system, and how the park protects the resources.
- Participate in a variety of educational programs, from ranger-led tours to curriculum-based workshops.
- Access educational materials in a variety of media to enhance their learning about Augustus Saint-Gaudens and his work, the "Cornish Colony" and American art.
- Learn about the processes and techniques of sculpture used by Saint-Gaudens, and interact with a sculptor-in-residence.
- Visit historic buildings and understand how the site reflects the character of Augustus Saint-Gaudens, his family and their social milieu.
- Find adequate services, information, and accessibility to programs and resources.
- Access information about the park's flora, fauna and other natural features through a variety of methods.
- Learn about the natural processes that have shaped the site and the Connecticut River Valley.
- Benefit from park staff with appropriate skills and experience in interpretation and visitor services.

## Visitor Profile

The following information on visitor profiles is based on fee collection counts and head counts.  
1999 annual visitation: 34,579

The majority of SAGA visitation occurs from the last week of May through the end of October, when the park is officially open. From November through April, visitation is limited primarily to incidental outdoor visits to the grounds and trails.

### A General Visitor Profile:

#### What age groups currently visit SAGA?

- 49 % Adults (18-61)
- 30 % Senior Citizens (62+)
- 12 % Children (0-12)
- 9 % Teenagers (13-17)

#### Where do they come from?

- 39 % National
- 34 % Regional
- 20 % Local
- 7 % International

#### What are their ethnic backgrounds?

- 97 % Euro-American/ Caucasian
- 3 % Black, Asian, Hispanic or "Other"

#### What type of groups do visitors come in?

- 43 % Couples
- 19 % Peer Groups
- 18 % Nuclear Families and Families with Friend
- 9 % Organized Groups
- 6 % Alone
- 3 % One-parent Families
- 2 % Unknown

#### How do they hear about the park?

- 32 % Publicity
- 19 % Friend
- 17 % Prior Visit
- 15 % Passing By
- 12 % Tour/School Group
- 5 % Other

## Have they previously visited the park?

74 % First-time Visitors  
26 % Repeat Visitors

## Other visitation issues

- Visitation is heaviest at midday (12:00-2:00 P.M.).
- Visitation rises significantly on weekends.
- Sunday concerts cause a significant (200-300%) increase in weekend visitation.
- Special events such as weddings, bring significant increases in weekend visitation.
- On peak days, all house tours are booked by mid-day, leaving some visitors without the opportunity to go inside Aspet.

## Annual Visitor Satisfaction and Understanding Survey

In 1999, 82 % of visitors to the site were satisfied overall, with the facilities, services and recreational opportunities, and 91% of visitors were satisfied with their learning about nature, history, or culture.

## School groups and other educational program visitation

School groups visit the park primarily between the last week of May and mid-June, and between late August and the end of October. Most are from primary and secondary schools, although the park receives a few college groups, as well as some home schooled children. Most educational groups come from within a two-hour drive of the park. The cities of Manchester and Concord, New Hampshire, and Burlington Vermont, fall within that radius, although most school groups come from smaller communities nearby. As the curriculum-based education program develops and becomes more widely known, an increase in attendance by school groups will likely occur.

Educational groups, especially large ones that must be divided for tours, affect the general interpretive operation, as a small staff must handle school tours, regularly scheduled programs and the fee operation. On the busiest days, there may be two or three school groups between the hours of 10:00 A.M. and 2:00 P.M., sometimes resulting in the curtailing of some Aspet tours.

## Web Site

In addition to the on-site visitation of 34,579 in 1999, the park received approximately 12,000 “hits” on its internet web site. As of February 2000, Saint-Gaudens NHS, has one of the largest NPS web sites, offering a complete overview of the park and its programs, as well as a comprehensive database on Augustus Saint-Gaudens. As the curriculum based education program develops, use of this resource will likely increase, as the database is central to lesson plans for the K-12 curricula. The park recently acquired the technology necessary to create a virtual tour of the site, which will aid visitors in planning, as well as create opportunities for visitors to see parts of the site that may not be accessible due to distance or physical disabilities.

# ISSUES AND INFLUENCES AFFECTING INTERPRETATION

## 1. Visitor Facilities

In 1973, when the first Master Plan was approved, Saint-Gaudens National Historic Site received approximately 10,000 visitors each year. Since then, visitation has substantially increased, to peaks of over 40,000 visitors per year. The site, however, does not have facilities specifically designed to provide basic visitor services (e.g., information and restrooms), group orientation, fee collection, and related non-personal services, to deal with the increased amount of visitation. The number of visitors is more than the existing historic structures or grounds can handle without degradation of the resources.

Some specifics of the sculptor's life and achievements cannot be adequately interpreted, and detailed background information on the artist and the site, is not provided to the site until the visitor has arrived in the historic buildings. Because most visitors to the site are unfamiliar with Augustus Saint-Gaudens, this creates a multiplicity of needs. Some of these needs cannot be easily met within the limitations of the Little Studio, which serves, in part, as a de-facto visitor center.

## 2. Aspet

"Aspet," originally constructed in 1800 and later extensively remodeled by Saint-Gaudens, has developed into a focal point for many site activities. The historic building, in addition to being a historically furnished facility, also contains park staff offices, an employee workroom, a library, a collections storage area, and a bookstore stockroom.

Because of inadequate visitor facilities, either the side or front porch of the historic house is used for greeting the public. This concentration of people impacts the fragile gardens and grounds. Also, the increased concentration of visitors in the house results in wear on the historic fabric. In turn, more annual restoration work, as well as additional maintenance of the house and grounds, is required. At peak visitation, visitor tours are provided every half hour, requiring at least two staff on site.

"Aspet" is central to the Saint-Gaudens story; yet, out of necessity, the second floor of the house is used for office space. Staff entering or exiting the second floor, interfere with guided tours taking place on the first floor. In addition, office files, equipment and the library books, place a tremendous load on the building's floors. Power required for computers, copying machines and other electrical equipment, also places demands on an electrical infrastructure that was not designed for such uses and diminishes its historic integrity. The inappropriateness of these multiple uses are discussed in both the 1973 and 1995 management plans.

## 3. Artworks and Exhibition Space

Saint-Gaudens National Historic Site is one of the few NPS properties housing an important collection of art works. In addition, there are works of a monumental scale; the *Shaw Memorial*, the *Adams Memorial*, and the *Farragut Monument*.

In addition to the larger monuments, the site's collection of over 6,500 objects, also includes individual smaller sculptures, early sketches, models, molds, and fragments. Due to the lack of museum quality display space only a fraction of these works can be exhibited. Neither is adequate museum quality, storage space, currently available on site.

The presence of a bookstore and multi-media programming in the Little Studio, places the art works on display in jeopardy and diminishes the historic character of the building. Security of the valuable works is also a significant concern.

### **3. Concerts**

Over the years, the Saint-Gaudens Memorial Trustees have sponsored Sunday afternoon concerts during the summer. These concerts continue Saint-Gaudens' tradition of support for the arts. Attendance at the concerts has increased considerably in recent years, especially since the concert schedule was changed to start at 2:00 P.M. instead of 4:00 P.M. This allows visitors to bring a picnic lunch and spend the afternoon. The number of concerts held each season has increased as well, to eight or nine each year. With this growth in attendance, there has been an increase in damage to the gardens and grounds from more intensive use. After a concert, it takes approximately four days for the lawns to recover.

During concerts, the musicians are set up in the Little Studio, with the large, south-facing door open. About 200 chairs are set up both in the Little Studio and on the Pergola. Visitors also picnic on the grounds to the west, south, east and north of the studio. Although concerts are held from 2:00-4:00 P.M., first-time visitors are deprived the opportunity to visit the studio or tour the house from 12:00 P.M. – 5:00 P.M. Those hours are considered the prime visitation period. The historic house is closed to visitors so that park staff can carry out crowd control, respond to emergencies and perform duties required of large-scale events.

### **4. Parking**

Parking at the historic site is inadequate, especially during concerts and other high use days, such as during July and August. When the 22-car parking area is full, the lower field must serve the overflow. However, the lower field is damaged from such use, particularly when the ground is moist or wet. Such parking also distracts from the beauty of the vistas, and interferes with the park's desire to present the grounds in their approximate historic appearance. This use also presents a potential fire hazard and is particularly problematic as an accessibility issue. The use of the historic lawns next to "Aspet," and the other historic buildings for overflow accessible parking, also causes damage and degrades the historic character of the site.

### **5. Ravine Studio and Sculptor-in-Residence**

Saint-Gaudens National Historic Site was the first NPS site to have a sculptor-in-residence program. The sculptor-in-residence uses the historic Ravine Studio for sculpture demonstrations and interpretation. Because the studio is very small, there is very little room for visitors to gather and there is no room to hold organized programs or workshops. Currently, the sculptor-in-residence must use the maintenance areas for organized workshops. Such conditions are not conducive to high quality art instruction. Poor lighting and minimal workspace in these areas raises questions of visitor safety and security of park property.

### **6. New Gallery/Picture Gallery**

The New Gallery exhibits numerous artworks by Saint-Gaudens, drawn from the site's collection, as well as occasional items on loan. In 2000, many of the exhibits in the gallery were redesigned and included a very successful exhibit case displaying plaster sketches for the *Shaw Memorial*. An outdated exhibit on the 1907 coinage was removed, and it will be replaced in 2001, with a newly designed exhibit on coinage.

Because of the constricted shape and size of the New Gallery, it is often difficult for larger group tours to move through the building. Very poor acoustics make giving tours inside the New Gallery difficult.

The Picture Gallery is used for temporary exhibits, often of contemporary artworks. Annually, the Saint-Gaudens Memorial Trustees sponsor a sculptural fellowship, and the recipient exhibits artworks in the Picture Gallery or on the grounds. The gallery space is also utilized by park staff for exhibits of an historical nature, such as the August 2000 exhibition on Charles Beaman and Blowmedown Farm. The building itself is fragile, and needs refurbishing to properly exhibit museum objects. It is also currently not accessible to wheelchairs.

## **5. Natural Resource Interpretation**

Because all of the existing exhibition buildings are devoted to interpreting the life and cultural contributions of Augustus Saint-Gaudens, there is currently no indoor space available to interpret the park's natural resources. In addition, the natural resource office is located on the second floor of the historic home, Aspet, and the weight of the associated equipment, places undue strain on the structure. Natural resource interpretation is presently confined to outdoor presentations and interpretive waysides along the park's hiking trails. The condition of the park's hiking trails is also subject to deterioration over time, and requires cyclic rehabilitation.

Since natural resources are not a primary focus of the interpretation program, natural resource interpretation is relegated to existing hiking trails, interpretive wayside exhibits and special tours and programs.



# Part II. Saint-Gaudens National Historic Site's Future Interpretive Program

## OUTREACH AND PRE-ARRIVAL

**Desired future:** Potential visitors find information about Saint-Gaudens NHS, which builds anticipation and appropriate expectation and encourages them to visit the site. They find information that conveys...

...what to expect at SAGA, how to locate the park, and how best to enjoy their visit.

...that Augustus Saint-Gaudens lived and worked in the house and studio, which are preserved to reflect his character, his times, and his work.

...an overview of interpretive themes and park programs.

...location and brief information about related sites and museums nearby.

### **Actions Needed:**

- Review and update all information available to the public, to ensure that the information is comprehensive and achieves the desired future condition. Promotional outlets include local and state tourism services, chambers of commerce, popular magazines, local newspapers, radio stations, rack cards, and road maps.
- Use the World Wide Web to prepare visitors. Upgrade the web site to include all pertinent pre-arrival information and create a regular schedule for updating. Use computer-based programs via the web and on-site computers, to provide information and images inaccessible areas of the site to the disabled.
- Investigate opportunities and feasibility for local public access on radio and television, especially in conjunction with curriculum-based programming.
- Provide better directional information to the site on Interstate and State Highways in New Hampshire and Vermont.
- Place trail signs and other natural resource information on the web site and on computers available in the Little Studio, so that those unable to walk the trail can access the information. This material could also allow parents unable to use the trail system to experience it with their children.

# ORIENTATION AND ACCESS

**Desired future:** Visitors arriving at SAGA and seeking information about what there is to see and do, will...

...feel welcome, and that they are entering a special, well-cared for place.

...find all the information they need in one location, enabling them to make informed choices about how to explore Saint-Gaudens NHS, the surrounding area, and associated sites.

...understand that they are visiting a living memorial with historic structures and a significant collection of art work.

...find good access to visitor service facilities, cultural and natural resources and interpretive programs in accordance with universal accessibility principles.

...find information about the park's education programs and opportunities.

...understand that Saint-Gaudens NHS is part of the National Park System.

## Actions needed:

## Overall

- Display the NPS arrowhead consistently where appropriate, on all entry and key signage as well as on park publications.
- Prepare and implement a comprehensive exhibit plan which includes:
  - a wayfinding system for both in and outside park boundaries, taking into account future new public structures such as the Visitor Center planned for the former maintenance building.
  - Interpretive signs and wayside exhibits
  - Informational signs
  - Trailhead information
- Upgrade the Unigrid park brochure as needed.
- Produce a comprehensive park handbook that addresses park information and interpretive themes.
- Create trail access from main parking lot to the Visitor Center.
- Create accessible ramp and entryway to the Picture Gallery.
- Upgrade entrance kiosk to include a more efficient workspace for information handling.
- Develop a plan for disseminating information and collecting fees at the new Visitor Center.

## **Visitor Center**

Visitors will be able to...

...experience artworks and artifacts at Aspet and the Little Studio in a quiet atmosphere, without interference from activities normally associated with visitor information centers and administrative offices.

...view video and multimedia programs that communicate the themes of the park, and help them to understand the park's significance.

...purchase books and items that are related to NPS and park-specific themes at the cooperating association bookstore.

...acquire information that will help them plan their visit to Saint-Gaudens National Historic Site and the surrounding area.

...learn about available interpretive and educational programs.

### **Action items:**

- Determine the most appropriate methods for disseminating information relating to onsite exploration and park themes. Consider small changing exhibits in visitor center, new informational panels and revised and updated orientation film.

## **Natural Resources**

**Desired future: Visitors should be aware of the Natural Resource program and the available information, while planning their visit.**

Action items:

- Place one or two natural resource wayside panels along the new entrance trail from parking lot as welcome signs, educating visitors about the biology of the entranceway area, and also serving to indicate the presence of further natural resource trails and signage. As this will be the only trail accessible to mobility impaired, signage should be visible to people in wheelchairs
- When the new visitor center (interim or permanent) is designed, ensure the presence of natural resource information and opportunities.

# ONSITE EXPLORATION

**Desired future:** After visitors have arrived and received initial orientation, they will be able to...

...experience interpretive programs which address all park themes and offer insight into the cultural and natural resources from a variety of perspectives.

...explore all areas of the park on their own, with interpretive installations to help them understand the resources they experience.

...view or participate in sculpture demonstrations

... view the works of Augustus Saint-Gaudens in venues that are relevant, accessible and appropriate to the subject matter and media.

... learn about the park's natural resources and their relevance to the park's history and mission.

## **Actions Needed:**

- Continue to develop an array of thematic interpretive programs, and encourage interpreters to research and expand their knowledge of Augustus Saint-Gaudens, the Cornish Colony and the site, and to assist in developing additional tours and other programs.
- Offer tours and programs frequently enough that all visitors will be able to fully experience and appreciate the exhibits and cultural features of the site.
- Offer more opportunities for seasonal interpreters to gain training and expertise in interpretive methods.

## **Little Studio**

- Eliminate visitor service elements that distract from the artwork and historic structure. Move video, bookstore and multimedia offerings to the new visitor center.
- Return bookstore area to gallery space.
- Explore options for programmatic offerings/stationary talks at the Little Studio. Because of the current status of the Little Studio, any additional programming can be inconvenient or difficult to schedule in that space.
- Continue to work with curatorial staff on the exhibition of significant art work and historical objects relating to the studio space.
- Include an ongoing review/update of exhibit labels in the overall exhibit/signage plan.

## **Aspet/ Historic Residence**

- Continue to offer interpretive house tours. Review on an annual basis, the information provided, traffic flow and tour logistics.
- Include an in-depth house tour during staff training, conducted by curatorial staff, as well as staff familiar with relevant historical information.
- Consider options for a wayside exhibit focusing on the history of the residence.
- Research and develop historical understanding of the household servants, their lives and their significance to the livelihood of the artist and the Cornish Colony. Consider developing exhibits and/or programs that address these “untold stories.”

## **Carriage Barn**

- Consider options for a wayside exhibit that interprets the Carriage Barn. If necessary, include in the overall exhibit plan.
- Research and develop historical information regarding the work and lives of the stable hands.
- Continue to create exhibits that bring the period and the uses of the stable rooms to life.

## **Grounds and Gardens**

- Develop wayside exhibits that interpret historical uses of the grounds, including recreational activities such as the golf course, toboggan run, swimming pool and bowling green.
- Develop wayside exhibits that interpret the historical development of the gardens and hedges.
- Develop site bulletins that interpret historical uses of the grounds and development of the gardens. Tie this information into messages about resource preservation.
- Research and collect historical and technical information about the gardens and landscaping, which be used for interpretation to visitors specifically interested in the site’s horticulture and landscape architecture.
- Continue to regularly update the park’s garden plant list. Consider developing a site-specific garden plant publication, or web-based presentation.
- Include an in-depth grounds tour during staff training, conducted by the chief gardener, as well as a staff member familiar with relevant historical information associated with the grounds, gardens and recreational life at the site. Include maintenance employees on the tour.

## **New Gallery/Picture Gallery**

- Incorporate exhibit label review/update into overall exhibit/signage plan.
- Work with the curator to develop a new exhibit addressing Saint-Gaudens design of the 1907 United States gold coinage.
- Along with construction of the new visitor center, create an accessible walkway to the Picture Gallery (this building is currently not accessible for visitors in wheelchairs).

## **Sculptor in Residence**

- Develop set programs to be offered on a regular basis and/or special programs to be presented by the Sculptor in residence. Programs may address specific topics such as the casting process, bas-relief sculpture, medallion art, etc.
- As new exhibit space opens, consider options for exhibits relating to sculptural techniques and the casting process.
- Create a designated space for sculpture workshops/hands-on programming. Consider rehabilitating the Ravine Studio shed into workspace for this program.

## **Natural Resources**

- Encourage park visitors to explore the park's natural areas via existing hiking trails.
- Include natural resource themes in the planned Junior Ranger Program.
- Place approximately 15 wayside signs along the Blow-Me-Down Trail, providing comprehensive and interesting natural resource information.
- Include two or more new signs along the maintained forest edge for those who are unable to traverse the steep terrain. Show, via site accessibility map and web site, which areas contain accessible natural resource interpretive information.

# Education Outreach

**Desired Future:** Primarily, education outreach focuses on traditional elementary and secondary curricular education, seeking to make the 19<sup>th</sup> century art of Augustus Saint-Gaudens and the “Cornish Colony,” vital and accessible to 21<sup>st</sup> century youth. The program includes several elements that work interdependently, to enhance education for students in the classroom and when visiting the park. Web-based programs will continually develop, offering a wide range of interpretive uses beyond the scope of elementary and secondary education. School children, educators and adult learners will...

- ...appreciate the significance of Augustus Saint-Gaudens in American culture
- ...explore relationships between art and history.
- ...understand a variety of artistic media
- ...experience education programs linked to park themes
- ...participate in grade appropriate curriculum-based education programs
- ...discover lifelong learning opportunities
- ...have access to pre and post visit materials to support the learning experience
- ...find opportunities to provide feedback to park staff
- ...participate in development of curriculum-based park programs

## **Actions needed:**

### **Overall:**

- Identify regional curricular requirements, standards and guidelines, which bear upon classroom curricula developed by SAGA. Obtain specific curricula, as well as lesson plans that may be used as resources for developing educational materials.
- Contact educators and education specialists who can serve as consultants through the development process, make suggestions, and assist in creating relevant, standards-based educational materials and programs.
- Evaluate, on an ongoing basis, educational methods, educational media, and technological advancements that may aid in bringing park themes to classrooms, as well as lifelong learners.
- Seek ways for on-site visits to enhance the learning process. Make educational resources, such as web-based programs, available and accessible to on-site visitors.
- Seek grants and other types of funding, to aid in the development of curriculum-based educational programs.

## **Classroom Curricula**

- Complete the Cornish Colony Curriculum with the aim of developing further educational units and developing a curriculum focused solely on Augustus Saint-Gaudens.
- Continue to build curriculum-based programs. Develop a curriculum based upon Augustus Saint-Gaudens. Consider meshing the two curricula as a comprehensive program.
- Continue to research new educational materials and work proactively with teachers and professional education specialists.
- Plan educational programs and units relevant to Blow-me-down Mill and Blow-me-down Farm to be ready when those park areas open to visitation.
- Explore ways to include the grounds and natural surroundings in the curricula.
- Create ways to effectively evaluate curriculum-based educational programs.

## **Site Visits**

- Develop thematic site visits to be included in each educational unit in the present Cornish Colony curriculum.
- Develop thematic site visits for use in the curriculum on Augustus Saint-Gaudens.
- Create outlines and resource lists for park staff who will conduct or assist with site visits.
- Standardize procedures for scheduling and offering pre-visit materials to schools.
- Create post-visit questionnaires for teachers, to help park staff evaluate and revise site visits.



# Web-Based Programs

**Desired future:** While designed for use with the curricula, web-based programs offer an unprecedented way to see and learn about the life and works of Augustus Saint-Gaudens and the “Cornish colony.” Users will be able to...

...explore the lives and works of the Cornish Colony artists using text links and menus.

...use the programs in conjunction with classroom activities.

...access both databases on computers in the park, enhancing their learning while on-site.

...access the Augustus Saint-Gaudens website and learn from any internet-connected computer.

## Actions needed:

### Cornish Colony Database

- Complete all links and develop a user-friendly way to open the program from a CD-ROM.
- Package CD-ROM as a resource for use with the Cornish Colony Curriculum.
- Collect feedback to use in developing future updates of the program
- Evaluate and update on an annual basis if needed. Consider availability and effectiveness of new programs and technologies.
- Protect copyrighted information and develop clear guidelines for use.
- Keep databases open on dedicated computers for visitor access. Train park staff to use the program.
- Make park visitors aware of database availability in the Little Studio.

### Augustus Saint-Gaudens Database

- Develop a user-friendly way to open the program from a CD-ROM.
- Package as a resource for use with the Cornish Colony Curriculum and the Augustus Saint-Gaudens curriculum.
- Post on the World Wide Web.
- Evaluate and update as needed and keep web site updated. Update CD-ROM on an annual basis, along with Cornish Colony program.

- Develop clear guidelines for use of images.
- Have available on dedicated computers for visitor access and train staff to use the program.
- Inform all park visitors that the program is available to use in the Little Studio and at home or school through the internet.

## **Natural Resource Education**

Desired future: The park's existing curriculum-based educational program will be revised to include natural resource information, so that students and educators alike will appreciate these significant attributes of the Saint-Gaudens NHS. This approach should be adaptable for both on-site and off-site presentations.

### **Action items:**

- Host two or three special annual public programs at the park, which will be presented by program-area experts.
- Develop curriculum-based natural resource programming that can be presented independently, or combined with traditional cultural resource interpretation.
- Develop training materials that will allow park interpretive staff or educators, to lead programs pertaining directly to the natural resource of Saint-Gaudens NHS.
- Communicate with local educators regarding the availability of natural resource programming, hiking trails, and additional opportunities for hands-on natural resource management experience (e.g. water quality monitoring or biological surveys).
- Make natural resource information readily available to educators and students via the park web site.

# OFFSITE PROGRAMS AND LINKS

**Desired Future:** Visitors will be able to find information about sites associated with Augustus Saint-Gaudens and the Cornish Colony both within and outside the National Park Service.

## **Actions needed:**

- Ensure that visitors have easy access to current information about sites associated with Augustus Saint-Gaudens, such as Boston NHP, the National Gallery of Art, National Capital Parks, Chesterwood, etc. Include and continue to update relevant links in the SAGA web site.
- Participate in Granite Area Subcluster “Thematic Connections” workshops and programs, to develop links and share information.
- Encourage interpreters to visit other sites in the area using the PASS program, and to research links we may have to other sites. Participate in ranger exchange programs for special events.
- Develop natural history themes that connect to the messages at Marsh Billings Rockefeller National Historic Park. Work with MABI representatives to develop connections. Explore possibilities for a park-to-park ranger exchange program.
- Create a site bulletin that lists areas which may be associated with SAGA themes, including museums, gardens and historic places.

## **Natural Resources**

**Desired future:** The park shall maintain and pursue close relationships and partnerships with a variety of state, federal, local, and other organizations whose purpose is to promote the preservation and stewardship of natural resources.

## **Actions needed:**

- Maintain natural resource staff membership in a variety of professional organizations.
- Use the park’s web site to widely disseminate information about natural resource management activities at the park and in the region.
- Encourage community participation in natural resource management activities.
- Work in close conjunction with other natural resource agencies and organizations.

# FUTURE OUTLOOK

**Desired future:** Secure funding to rehabilitate the Blow-Me-Down Mill for use as a natural resource learning center.

## **Actions Needed:**

- Develop comprehensive exhibits for use inside the mill, which will interpret the natural resources of the park and the Connecticut River Valley.
- Investigate grant and partnership opportunities.
- Increase natural resource interpretive offerings.
- Develop an annual schedule of special events.
- Develop a cultural history exhibit interpreting the use/significance of the mill.

**Desired future:** Acquire Blow-Me-Down Farm property on the Connecticut River, which will eventually be used for expanded cultural and natural resource interpretation.

**Actions needed:** (Since the timetable of this acquisition is quite uncertain, preliminary planning and discussion are the only options at present).

- Investigate partnership opportunities. Investigate methodologies of developing interpretive plans/studies for this property.

# SUPPORT FOR THE INTERPRETIVE PROGRAM

## **Library:**

The park research library provides resources for park interpreters and other staff to improve their knowledge and understanding of park resources and mission. The research library and vertical files contain an extensive collection of books, articles and archival material relating to Augustus Saint-Gaudens, American Art, sculpture, the “Gilded Age,” regional history and other subjects pertinent to the park’s mission.

## **Actions needed:**

- Spot check library books to ensure that all shelved books are in the Pro-Cite database.
- Enter library data at least once a month into Pro-Cite database. Data entry to be done by seasonal interpreter or volunteer.
- Continue entering photograph file data into the Access computer database. This work is currently done on a weekly basis by a volunteer.
- Complete arrangement of “Cornish Colony” slides into easily accessible format. Incorporate recent slides and ensure labeling is correct and complete.
- Complete arrangement of publicity slides for easy access and viewing.
- Increase storage area for library collections by reorganizing offices, reorganizing shelving and relocating less frequently used parts of the library collection.
- Update park archival file. Create quick reference lists of all changing exhibitions and previous sculptors-in-residence.
- Create educational section on park web site with addition of new educational outreach materials and curriculum lesson plans. Teachers will be able to download this material for use in their classrooms and for preparing students prior to site visits.
- Prepare CD Roms for the two databases, as well as other curriculum materials. Utilize software that automatically opens the disk and immediately and efficiently provides the viewer with available choices.
- Write a park-specific standard operating procedure for management of the library and archival files.
- Develop a digital image file for use with in-house publications and for publicity purposes. This would also include images commonly requested by researchers and authors.

## **Human Resources:**

### **Desired Future:**

Park staff, interns, Student Conservation Association assistants, volunteers and other partners will be available in sufficient quantity to sustain personal and non-personal services, as well as to maintain exhibit, media and other interpretive developments described in this plan.

### **Actions needed:**

## **Park Staffing**

- Work to ensure sufficient funding is available to maintain desired number of employees in the Division of Interpretation.
- Provide leadership and education for interpretation staff to ensure that they meet necessary competencies to fulfill their duties.
- Provide appropriate off-site training opportunities to interpretive staff members to assist in developing their knowledge and abilities.
- Increase volunteer program, with emphasis on defining and completing special projects that can benefit interpretive activities of the park.

## **Other:**

### **Actions needed:**

- Work with new “Friends” group to develop ways that they can be of assistance to the park’s interpretive activities.
- Provide interpretive material, including articles and calendar of events, to the new “Friends” group for their newsletter, to help better inform members of the community about the park and its activities.
- Plan for establishing a series of lectures or events dealing with the cultural history of the site and region.
- Keep abreast of changes and updates to New Hampshire and Vermont school curriculums. Adapt and develop additional materials to assist teachers with new aspects of the curriculum that relate to art and history.

## SITE AND RESOURCES

Saint-Gaudens National Historic Site is located just off State Route 12A in the town of Cornish, in western New Hampshire. The site preserves the home, gardens and studios of Augustus Saint-Gaudens. They are the historical remains of the first place specifically set aside by Congress to commemorate a major American artist. This was his summer residence from 1885 to 1897 and his permanent home from 1900 until his death in 1907. The site has inspiring views across the Connecticut River to Mount Ascutney in Vermont, and the surrounding countryside retains its rural character which so inspired Saint-Gaudens and the artists who followed him here to create the “Cornish Colony.”

With a strong individual sense-of-place, the site reflects Augustus Saint-Gaudens both personally and artistically. “Aspet,” the sculptor’s home, was once an inn along the stagecoach road between Windsor, Vermont and Meriden, New Hampshire. During the summer of 1885, Saint-Gaudens began remodeling the house, adding the spacious, columned porch on the west side, interior rooms, a curving staircase and mezzanine office, and later, in 1904, painting the exterior brick walls white. The park retains the original Saint-Gaudens furnishings, which evoke the character of the sculptor and his wife, Augusta Homer Saint-Gaudens. He took deep interest in the grounds and helped plan and design structures, place buildings and plant trees and shrubs. His efforts here echo his lifelong interest in the settings of his major sculptures.

The park houses an extensive collection of works by Augustus Saint-Gaudens, a prominent figure during the “Cosmopolitan Era” in American art (1860-1900) and the “Cultural Nationalism” movement that followed. Saint-Gaudens National Historic Site is one of the few NPS properties housing an important collection of works of art, particularly those of a monumental scale. In addition to statues and monuments, the park also maintains a collection of over 6,500 objects, including individual smaller works, early sketches, models, molds and fragments.

The park also maintains a large research library of over 1,600 volumes as well as archival material and over 7,000 photographs and slides relating to Saint-Gaudens and the “Cornish Colony.” The Saint-Gaudens family papers are housed in nearby Hanover, New Hampshire, at Dartmouth College Special Collections and easily accessible for research.

# ANNUAL IMPLEMENTATION PLAN

## PART 1. SUMMARY OF ANNUAL PLAN

Saint-Gaudens National Historic Site is located in northern New England, where during the winter season, the area can experience cold temperatures and significant snowfall. Because of the climate, the drop in visitation to the region during the winter, and the lack of heat in the exhibition galleries, park buildings and public programs are closed to the public from November through late May. The grounds remain open year-round, but are not maintained for public use during the winter. Though educational groups would like to visit the facilities during the winter, they cannot do so because there is currently no heated classroom or gallery space available.

When the open season ends on October 31, most seasonal interpreters conclude their employment. Occasionally, one or two seasonal interpreters are retained during the winter to assist with special projects, such as the Cornish Colony database. Hiring for seasonal positions, including the sculptor-in-residence, is done in late February, with the employees beginning work in mid May. Selection of Student Conservation Association assistants is also usually done during the Spring.

Planning is done for the coming season during the winter months. This is also a time where special projects are developed. During the last several years, the staff, including SCA volunteers, and two seasonal interpreters, worked during the winter to produce the site's new educational outreach curriculum, and two extensive computer databases. These databases, completed in early 2000, contain over 1,100 screens with extensive information and imagery on the life and work of Augustus Saint-Gaudens (1848-1907), as well for that of members of the "Cornish Colony."

Building on these databases, the division continues to develop and refine curriculum materials about the site, Augustus Saint-Gaudens, and the Cornish Colony. This material is made available both to teachers who visit the site, as well as those who want information for classroom use. Included are lesson plans designed to be used in the classroom, as well as activities that can be done at the site. A new junior ranger program will supplement the curriculum, and provide information on the interpretive themes to children who visit the park during the summer.

While the schedule and content of daily house and grounds tours, and other interpretive activities will remain basically the same in 2001 as during the last few years. Planning has begun on how the interpretive division will function once the new visitor center is completed. The move to a new visitor center will impact nearly all activities associated with site interpretation, not only with tours, but also fee collection, use of the park research library, and operation of the Eastern National Bookstore. Visitors will then be able to view the orientation film in a larger space and without use of headphones. The computer databases and biographical panels on Saint-Gaudens' life will also be located in a larger and more inviting area. Tour routes, and visitor traffic flow patterns will also change with location of the visitor center at the eastern end of the park. The addition of an auditorium/classroom space will allow the possibility of visitation by educational groups during the winter months, as well as provide a space for special events and lectures.

An increase in interpretive information on the natural history of the area, begun during the 1999 season, will enhance the visitor experience at the site, possibly increasing the amount of time people remain at the park. Grant applications have been submitted to rehabilitate the Blow-Me-Down Mill into a Natural History Learning Center as part of New Hampshire Scenic Byway. Exhibits would focus on the natural history of the park and surrounding area, including the Connecticut River. Over 70% of the park is natural area consisting of forests, meadows and wetlands, but natural resources are currently only covered in a limited way in the park's primary interpretive programs and exhibits.



Over the next few years, interpretation of the site's natural resources will increase to include additional wayside panels along the park nature trails, as well as special programs and tours focused on biological and geological themes.

## PART 2. ANALYSIS OF CURRENT PROGRAM

As Saint-Gaudens NHS is open seasonally from late May through mid October, formal interpretive exhibits and public programs are currently only available during this period.

The buildings are closed from November 1, through late May. The grounds remain open to the public year-round, though are not maintained for visitor use during the winter.

Interpretive activities available during the open season consist of the following:

### PERSONAL SERVICES/INTERPRETATION

#### Tours:

- A tour of the **grounds** is offered daily at 2:00 P.M. These tours take approximately one hour and visit the Little Studio, New Gallery and Atrium, and Formal Gardens, as well as the *Shaw Memorial*, the *Farragut Monument* and *Adams Memorial*. This tour does not visit Aspet, the Stables, Ravine Studio, Picture Gallery, Temple or Cutting Garden.

Grounds tours are offered on a pre-scheduled basis to bus tours, or groups of at least ten people. For these special tours, an interpretive fee of \$1.00 per person is charged.

- A tour of **Aspet** is offered daily every hour or half hour depending on the demand. Tours are limited to a maximum of 12 people, and take about 20 minutes. Only the rooms on the first floor are open to the public as exhibits: the parlors, the dining room, the stairwell, the kitchen, the pantry, and the butler's pantry.
- **Special tours** of the grounds are given **for educational groups** on a pre-scheduled basis. In addition to places shown on a normal grounds tour, the students may also see the Stables and Ravine Studio. Special focus may be given to certain artworks, themes, structures or landscape features as requested by the teacher, or outlined in curriculum materials developed by the site.

#### Non-Personal Services/interpretation:

- A series of four, 36 x 24 in. **informational panels** providing images and concise biographical information, are set up on a kiosk in the Little Studio. Developed in 1998, the panels provide a quick and easy way for visitors to learn about Saint-Gaudens' life.
- A 28 minute **orientation film**, *An American Original*, is shown on request at the Little Studio, and provides an excellent overview of the sculptor's life and work. The film is also available for sale in the Eastern National bookshop, and may be borrowed by teachers as part of the park's educational outreach program.
- Three **additional films** are shown on request and also available on loan to teachers: *Wax Blood, Bronze Skin* (28 min.) a film explaining the lost wax bronze casting process, *The Medal Maker* (28 min.), explains the process of medallic art; *Masque of the Golden Bowl* (60 min), a film about the life and works of Augustus Saint-Gaudens.
- Two **computer databases** in html. format, are available in the Little Studio. One (200 screens) features the life and work of Augustus Saint-Gaudens (1848-1907), and the other (900 screens) deals with the artists, writers, landscape designers, art patrons and public figures of the "Cornish Colony." Both databases are easily accessed by visitors, and provide images and detailed text on the subject.

- The park maintains an extensive **web site** at [www.sgnhs.org](http://www.sgnhs.org). Information on all aspects of the park, including interpretive and educational programs, special events and park news can be found at the web site.
- Art work on exhibition in the galleries and on the grounds, as well as several rooms, such as the stable hand's room, have **labels**. Most labels are silk-screened on painted metal, and contain pertinent information regarding the object.
- Large **wayside panels** are available for "Aspet," the *Adams Memorial*, The *Farragut Monument* and the Temple. Though satisfactory and durable, these wayside panels are of an obsolete style made of cast aluminum. A revised wayside panel is also being developed for the new bronze cast of the *Shaw Memorial* and will be available during 2001.

Nine, new wayside panels were installed on the Ravine Trail in 1997, and deal primarily with natural history themes. These imbedded fiberglass panels contain text and full color images. An additional fifteen, fiberglass wayside panels of this type, are being designed for the Blow-Me-Down trail and will be installed in 2001.

### **Current staffing of the division of Interpretation and Resource Management:**

#### *Permanent*

- Chief of Interpretation & Resource Management (GS-025, 11)
- Biologist (GS-401, 11)
- Lead Ranger (GS-025, 9)

#### *Seasonal*

- Sculptor in Residence (GS-025, 5)
- Interpreters (four full-time positions) (GS-025, 5)

### **Duty Stations:**

- **Entrance kiosk:** Here, visitors pay their entrance fee and sign up for tours of Aspet. They are also given a brief orientation to the park and available interpretive programs.
- **Aspet:** Rangers provide tours of Aspet, scheduled throughout the day.
- **Eastern National Bookstore:** The bookstore is staffed by rangers during the morning and by Eastern National personnel during the afternoon. Rangers and Eastern National employees answer questions and assist visitors with the orientation film and computer databases.
- **Ravine Studio:** The sculptor-in-residence is stationed here five days each week. The other two days of the week the Ravine Studio is unoccupied. The sculptor is a specialized position and hired separately from the seasonal interpreters. This position plays an important role in the interpretive program by helping visitors to better understand the sculptural process.
- **Grounds:** During the afternoon, one ranger is responsible for providing the regularly scheduled grounds tour, as well as roving the grounds and providing informal interpretation.

### **Misc. Projects:**

As time allows, seasonal and permanent employees of the Division of Interpretation work on special projects related to interpretation and educational outreach. These may include developing aspects of the educational outreach program, assisting with research, and updating the library catalog and other computer databases.

## **BUDGET**

In FY 2000, \$227,000 was budgeted for the Division of Interpretation:

Payroll:	\$200,900
Travel:	\$9,000
Services:	\$3,400
Supplies:	\$6,000
Equipment:	\$6,500

### **Analysis:**

Current park interpretive programs are the result of the refinement of interpretive activities developed over the last twenty years or more. Each year, improvements in content and presentation are made. These depend upon various factors, such as new scholarship, which objects are on exhibition, or suggestions by the staff on how to improve programming.

Personal, and non-personal, public interpretive programs, provide most park visitors with a reasonable understanding of the site's mission, and knowledge of Saint-Gaudens' art and life. During CY 2000, the increased availability of biographical information about Saint-Gaudens' life (information panels, orientation film, computer database), located in the Little Studio and on the web site, has made dissemination of information to the visiting public easier and more readily accessible.

Completion and availability of the extensive database on the "Cornish Colony," has allowed the site to better interpret this aspect of local history. Previously, this could only be done on a cursory level because of the limited material and information available to park staff.

### **PART 3. MANAGEMENT ISSUES FACING INTERPRETATION**

Issues and concerns for the Division of Interpretation during FY 2001 include:

#### **Planning**

- Planning for conversion of the former maintenance building into the Park Visitor Center is on-going. Funding is scheduled for FY 2002; final plans must be completed so that construction can begin when funding is approved. Section 106 compliance issues, such as archaeology, must be addressed and approvals obtained prior to FY 2002. Planning will continue for eventual move of the library, bookstore and certain interpretive functions from Aspet and the Little Studio into the new visitor center.
- Funding for a park handbook was recently approved through the Fee Demonstration 20% funding. Work will begin on the handbook during the winter, for publication in CY 2002.
- New wayside panels for the Blow-me-down trail will be completed and installed during the summer of 2001. Additional natural resource interpretation projects, such as special events and tours, will be planned and implemented during FY 2001.
- Two grant applications are outstanding for conversion of the Blow-me-down Mill into a natural history learning center. Should the grant proposal be successful, planning must begin on renovation of the mill and possible reconstruction of the ell. The NEPA and Section 106 compliance issues are currently being addressed, and expect to be completed by early 2001.
- The new educational outreach curriculum materials will be distributed regularly to educators. Effective distribution methods must be researched and implemented, such as through the park's web site. Evaluation of the material will be sought, suggestions reviewed, and improvements made.



**PART 4.**  
**ANNUAL WORK PLAN - FY 2001**

<u>Management</u>	<u>Responsibility</u>	<u>Date Due</u>	<u>Funding Source</u>
PROJECT/ACTION			
Design and produce new wayside panel for <i>Shaw Memorial</i>	Chief of Interpretation	May 20, 2001	Exhibit Replacement HFC
Plan and implement repair/rehabilitation of kiosk	Chief of Interpretation	May 20, 2001	ONPS
Planning and design for new visitor center; contract architects	Chief of Interpretation	September 30, 2001	NER/Repair Rehab
Implement educational outreach program	Lead Ranger	December 1, 2000	ONPS
Implement new Junior Ranger Program	Lead Ranger	May 22, 2001	Donation:
Implement annual sculptor-in-residence program (see Staffing below)	Chief of Interpretation	May 20, 2001	Eastern National ONPS
Sculpture Demonstration seasonal workshops	Chief of Interpretation; Sculptor-in-Residence	September 30, 2001	ONPS
Cataloguing and reorganization of park library, archival/photo collections	Lead Ranger	September 30, 2001	ONPS
Development of natural history interpretation program	Natural Resource Manager	May 20, 2001	ONPS
Develop plans for Blow-Me-Down Mill	Natural Resource Manager	May 31, 2001	Donations; Scenic Byway Grant

Develop natural resource component of educational outreach curriculum	Natural Resource Manager	May 20, 2000	ONPS
Design and produce Blow-Me-Down Trail signage	Natural Resource Manager	May 20, 2001	ONPS
Implement wayside interpretive signage for Visitor Center Trail	Chief of Interpretation & Natural Resource Manager	August 31, 2001	ONPS
Upgrade/enhance natural resource component of Junior Ranger program	Natural Resource Manager	December 1, 2000	ONPS
Update library and archives computer catalogue	Lead Ranger	September 30, 2001	ONPS
Continue to acquire scholarly material	Chief of Interpretation	Ongoing	ONPS

## **PUBLICATIONS**

Develop and publish new park handbook	Chief of Interpretation and contractor	July 2001	Fee demo 20% funds
Revise and reprint <i>Shaw Memorial</i> catalogue	Chief of Interpretation and designer	May 31, 2001	Eastern National
Revise and reprint Gold Coin booklet	Chief of Interpretation	May 31, 2001	Eastern National
Produce bird checklist	Natural Resource Manager	May 20, 2001	ONPS
Contribute to Friends newsletter	Chief of Interpretation, Curator, Natural Resource Manager	Ongoing	ONPS
Assist with exhibition and production of catalogue on Paul St. Gaudens	Chief of Interpretation	September 30, 2001	ONPS



## **MEDIA**

Evaluate and upgrade computers and database presentation in Little Studio	Chief of Interpretation; Contractor	May 20, 2001	ONPS; 20/80% fee demo
Update and expand park web site	Chief of Interpretation; Park webmaster; contractor	September 30, 2001	Donation/ONPS
Upgrade park mailing list, produce public affairs and media for concerts, exhibitions and other park events	Lead Ranger	Ongoing	ONPS
Create program for photo file of digital images used for publicity and photo orders	Lead Ranger	September 30, 2001	ONPS

## **PERSONNEL/STAFFING**

Recruit new Lead Ranger	Chief of Interpretation	April 1, 2001	ONPS
Plan and implement training of interpreters and volunteers	Chief of Interpretation/ Lead Ranger	May 20, 2001	ONPS
Make Sculptor-in-Residence a permanent seasonal position	Chief of Interpretation	May 20, 2001	ONPS
Utilize Student Conservation Association Resource Assistants for interpretation and special projects	Chief of Interpretation	May 20, 2001	VIP Funds

# IMPLEMENTATION

## Ongoing

### Action

### Lead person

Review and update educational outreach materials	Chief of Interpretation
Evaluate bookstore setup, presentation, sales items	Chief of Interpretation
Set regularly scheduled interpretive staff meetings	Chief of Interpretation
Plan training for interpreters	Chief of Interpretation
Manage budget for division	Chief of Interpretation
Acquire latest scholarship material	Chief of Interpretation
Review and update accessibility plan	Chief of Interpretation
Develop and integrate new interpretive material	Chief of Interpretation
Handle research requests regarding scholarship	Chief of Interpretation
Develop new interpretive signage	Chief of Interpretation
Schedule interpreters and duty stations	Lead Ranger
Implement training for interpreters	Lead Ranger
Recruit and train volunteers	Lead Ranger
Evaluation of visitor experience and conduct annual survey	Lead Ranger
Write and schedule press releases	Lead Ranger
Review and update public information	Lead Ranger
Schedule and oversee special use permit requests	Lead Ranger
Review and update park web site	Site Webmaster
Develop interpretive natural resource signage	Natural Resource Manager
Develop interpretive natural resource programming	Natural Resource Manager

## **PART 5.**

## **NEW INDIVIDUAL PROGRAM PLANS**

Individual program plans will be developed as the result of the new long range interpretive Plan and will be included in the Interpretive Database as they are completed.

# **INTERPRETIVE DATABASE**

This Interpretive Database includes plans, inventories, reports and relevant publications that were used in developing the Comprehensive Interpretive Plan and which may influence the interpretive program. Items are located in the site's library/archives and administrative files.

## **PUBLICATIONS**

### **NATIONAL PARK SERVICE PUBLICATIONS SPECIFIC TO SAINT-GAUDENS NHS**

1. "Saint-Gaudens National Historic Site General Management Plan, Developmental Concept Plan, Environmental Impact Statement," August, 1996
2. "Saint-Gaudens National Historic Site, Master Plan," National Park Service, Denver Service Center, 1973
3. "Cultural Landscape Report for Saint-Gaudens NHS  
Vol. 1: Site History and Existing Conditions," National Park Service, 1993  
(Historic development of Saint-Gaudens NHS landscape, documentation)
4. "Cultural Landscape Report for Saint-Gaudens NHS, Vol. 2: Site Analysis,"  
(Historic data on landscape, restoration suggestions)
5. Olson, Sarah M., "Furnishing Plan: Aspet, The Little Studio and The Stables,"  
National Park Service, 1982
6. Arbogast, David H., "Historic Structure Report: Little Studio," National Park Service, 1977
7. Arbogast, David H., "Historic Structure Report: Aspet," National Park Service, 1977
8. Bond, John W., "Historic Structure Report: Aspet – Part II, Historical Data," 1969
9. Arbogast, David H., "Historic Structure Report: Ravine Studio," National Park Service, 1978
10. Mueller, James W. "Archaeological Investigations at the Former Studio of the Caryatids, Saint-Gaudens NHS, Sullivan County, New Hampshire," 1995
11. Historic Plant Inventory for SAGA, Final Report, National Park Service, 1995  
(Statistics of plant material, historic notes)
12. Hedge Restoration Manual for SAGA, William Noble, National Park Service, 1988  
(History of hedge plantings, design, maintenance)
13. SAGA Herbarium Specimens and Records NPS, 1993  
(Preserved specimens and identification of landscape materials)

14. Saint-Gaudens NHS Operations Evaluation, December 2-4, 1987
15. Saint-Gaudens NHS Business Plan, 2000
16. Saint-Gaudens NHS Interpretive Prospectus, November 1977

## **PRIMARY PUBLICATIONS RELATING TO AUGUSTUS SAINT-GAUDENS' LIFE AND WORKS**

1. Colby, Virginia and Atkinson, James, *Footprints of the Past: Images of Cornish, New Hampshire and the Cornish Colony*; Concord, N.H., New Hampshire Historical Society, 1996
2. Dryfhout, John H., *Augustus Saint-Gaudens: The Portrait Reliefs*, The National Portrait Gallery, Washington, DC, 1969
2. Dryfhout, John H. et. al., *A Circle of Friends: Colonies of Cornish and Dublin*, University of New Hampshire, 1985
3. Dryfhout, John H., *The 1907 United States Gold Coinage*, Eastern National Park & Monument Association, 1985
4. Dryfhout, John, *The Work of Augustus Saint-Gaudens*, Hanover, N.H., University Press of New England, 1982
5. de Hureaux, Alain Daguerre, ed. *Augustus Saint-Gaudens 1848-1907: A Master of American Sculpture*, Paris, Somogy Editions D'Art, 1999
6. Saint-Gaudens, Homer, ed. *The Reminiscences of Augustus Saint-Gaudens*; New York, The Century Co., 1913
7. Schwarz, Gregory C., Sullivan, Brigid, Lauerhaus, Ludwig, *The Shaw Memorial: A Celebration of an American Masterpiece*, Cornish, N.H., Saint-Gaudens National Historic Site, 1997
8. Percoco, James A., *Saint-Gaudens National Historic Site: Home of a Gilded Age Icon*, Teaching With Historic Places, Lesson Plan #48, 1995
9. Tharp, Louise, *Saint-Gaudens and the Gilded Era*; Boston, Little, Brown and Co., 1969
10. Wilkinson, Burke *The Life and Works of Augustus Saint-Gaudens*, New York, Dover Publications, 1985

## **DATABASES**

1. *The Cornish Colony*; Interactive Computer Database, html format, 900 screens, 2000
2. *Augustus Saint-Gaudens*; Interactive Computer Database, html format, 200 screens, 2000
3. Museum Collections Catalogue for Saint-Gaudens NHS, Rediscovery software format
4. GIS database of Saint-Gaudens NHS current and historical landscape
5. Expanded Internet web site for Saint-Gaudens NHS ([www.nps.gov/saga](http://www.nps.gov/saga))

## **FILMS**

1. *An American Original*, 1985, Paul Sanderson, Jr., Our Town Films
2. *Masque of the Golden Bowl*, 1985, Ted Timerick
3. *Wax Blood, Bronze Skin*, 1995, Ted Timerick

## **OTHER SAINT-GAUDENS NHS DOCUMENTS/REPORTS**

1. Saint-Gaudens National Historic Site 1999 Visitor Survey Card Data Report
2. Visitor Statistics – Saint-Gaudens National Historic Site (1992-1999)
3. GPRA Strategic Plan/Annual Performance Plan -Cultural Landscape Report
4. Resource Management Plan for Saint-Gaudens NHS
5. Historic Plant Inventory for Saint-Gaudens NHS
6. Vascular Plant Inventory (1996)
7. IPM Plan (Walasewicz, 1996)
8. Wildland Fire Management Plan (Walasewicz, 1999)
9. Natural Resource Inventory (Cronan, 1980)
10. Eastern Hemlock and the Hemlock Woolly Adelgid (Walasewicz, 1995) -Water Resource Monitoring (annual reports since 1997)

## **NATIONAL PARK SERVICE PUBLICATIONS (Not Specific to SAGA)**

1. George Washington Birthplace National Monument  
Comprehensive Interpretive Plan  
March, 1999
2. Acadia National Park  
Comprehensive Interpretive Plan  
March, 1999
3. Booker T. Washington National Monument  
Comprehensive Interpretive Plan  
March, 1999
4. "The Road Ahead: A Strategy to Achieve Excellence in Interpretation and Education in the National Park Service Northeast Region," October 1997

# **COMPREHENSIVE INTERPRETIVE PLAN SAINT-GAUDENS NATIONAL HISTORIC SITE**

## **NATURAL RESOURCE COMPONENTS**

### **Description of Site and Resources**

In addition to cultural features, the park contains significant natural resources including an interesting geological history, significant water resources, considerable habitat diversity, and diverse flora and fauna. Of the approximately 150 acres comprising the park, at least 125 acres of this land is natural area, most of which is forested. The following areas relate directly to the site's natural features:

- Blow-Me-Down Pond and associated wetlands
- Blow-Me-Down Brook
- Blow-Me-Up Brook
- Ravine Trail
- Blow-Me-Down Trail
- Interpretive signage

### **Parkwide Interpretive Themes**

- Saint-Gaudens National Historic Site supports significant biodiversity due to the considerable the diverse habitats found within the park.
- The natural beauty of the area was largely responsible for Augustus Saint-Gaudens' decision to move to Cornish, New Hampshire. The landscape further inspired the other Cornish Colony artists, who often included the area's natural elements in their art works.

## **OVERALL DESIRED VISITOR EXPERIENCE**

### **Visitors may...**

- Access information about the park's flora and fauna through a variety of methods.
- Learn about the natural processes that have shaped the site and the Connecticut River Valley.
- Be made aware that the site does have a natural resource management program.



# ISSUES AND INFLUENCES AFFECTING INTERPRETATION

## **Natural Resource Interpretation**

Due to the fact that all of the existing exhibition buildings are used to interpret the life and cultural contributions of Augustus Saint-Gaudens, there currently is no indoor space available to interpret the natural resources of the park. In addition, the natural resource office is located on the second floor of the historic home, Aspet, placing undue strain on this structure. Natural resource interpretation is presently confined to outdoor presentations and interpretive waysides along the park's hiking trails. The condition of the park's hiking trails is also subject to deterioration over time, without routine rehabilitation.

## ORIENTATION AND ACCESS

### **Actions Needed:**

#### **Visitor Center/Kiosk**

Desired future: Visitors should be aware of the Natural Resource program, facilities and information availability while planning their visit.

#### **Action items:**

- Place one or two NR type wayside signs along the new entrance trail from parking lot as welcome signs, educating visitors about the biology of the entranceway area, and also serving to indicate the presence of further NR trails and signage.
- When the new visitor center (interim or permanent) is being designed, ensure the presence of NR information and opportunities.

#### **Web Site**

Desired future: Visitors should be aware of the Natural Resource program, facilities and information availability while planning their visit.

#### **Action items:**

- Place trail signs and other natural resource information on the web site, so that those unable to walk the trail can access the information. Also, the signs could be used view the signs prior to the visit and observe as much of the discussed material from the maintained central and existing mill areas. This material could also allow parents unable to use the trail system to experience it with their children.

## ON-SITE EXPLORATION

Desired future: Visitors should be aware of the park's natural resources and their relevance to the park's history and mission. This information should be accessible to the maximum number of visitors

Action items:

- Encourage park visitors to explore the natural areas via the existing hiking trails.
- Development of Junior Ranger program to include natural resource themes.
- Place approximately 15 wayside signs along the Blow-Me-Down Trail, providing comprehensive and interesting natural resource information at a variety of educational levels.
- Include two or more new signs along the maintained forest edge area for those who are unable to traverse the steep terrain. Show, via site accessibility map and web site, which areas contain accessible natural resource interpretive information.

## EDUCATIONAL PROGRAMS

Desired future: The park's existing curriculum-based educational program will be revised to include natural resource information, so that students and educators alike will appreciate these significant attributes of the Saint-Gaudens NHS. This approach should be adaptable for both on-site and off-site presentations.

Action items:

- Host 2 - 3 special annual public programs at the park, which are to be presented by program-area experts.
- Develop curriculum-based natural resource programming that can either be presented independently, or combined with traditional cultural resource interpretation.
- Develop training materials that will allow park interpretive staff or educators to lead programs pertaining directly to the natural resource of Saint-Gaudens NHS.
- Communicate with local educators regarding the availability of natural resource programming, hiking trails, and additional opportunities for hands-on natural resource management experience (e.g. water quality monitoring or labor-intensive biological surveys).
- Make natural resource information readily available to educators and students via the park's web site.

## OFFSITE PROGRAMS AND LINKS

Desired future: The park shall maintain and pursue close relationships and partnerships with a variety of state, federal, local, and other organizations whose purpose is to promote the preservation and stewardship of natural resources.

Action items:

- Maintain natural resource staff membership in a variety of professional organizations.
- Use the park's web site to widely disseminate information about natural resource management activities at the park and in the Upper Valley.
- Encourage community participation in natural resource management activities.
- Work in close conjunction with various natural resource agencies and organizations.

## FUTURE OUTLOOK

Desired future: Secure funding to rehabilitate the Blow-Me-Down Mill for use as a natural resource interpretive facility.

Action Items:

- Develop comprehensive exhibits for the structure, which will interpret the natural resources of the park and the Connecticut River Valley.
- Investigate grant and partnership opportunities.
- Increase natural resource interpretive offerings.
- Develop an annual schedule of special events.

Desired future: Acquire Blow-Me-Down Farm property on the Connecticut River, which will eventually be used for expanded natural resource interpretation.

Action Items: (Since the timetable of this acquisition is quite uncertain, preliminary planning and discussion are the main options at the present juncture).

- Investigate partnership opportunities.
- Investigate methodologies of developing interpretive plans/studies for this property.

## IMPLEMENTATION:

### *Education*

- *Develop curriculum-based component to park educational program, which focuses on natural resources.*
- Continue to update and expand park web site.

- Include natural resource in park's Junior Ranger program.
- Develop training materials for educators.

**Responsibilities:** Chief of Interpretation, Natural Resource Manager

## **Exhibits**

- Continue the development of interpretive waysides that interpret the site's natural resources.
- Pending funding of BMD Mill, begin planning for the development of natural resource exhibits for the Mill.

**Responsibilities:** Chief of Interpretation, Natural Resource Manager

## **Publications**

- Develop new interpretive materials, such as various checklists.
- Prepare routine reports pertaining to specific areas of natural resource study.

**Responsibilities:** Natural Resource Manager

## **Planning**

- Participate in planning and management meetings concerning interpretation, education, visitor services, resource management/protection, and safety.

**Responsibilities:** Superintendent, Division Chiefs

# **ANNUAL IMPLEMENTATION PLAN**

## **FY 2001 Actions**

- Complete the design and fabrication of 15 (total) wayside panels for the Blow-Me-Down Trail.
- Develop 1-2 wayside exhibits for new Visitor Center trail.
- Update park web site to include current natural resource information and new trail signs.
- Coordinate 2-3 special natural resource presentations at the park by topic-specific experts.
- Continue to seek funding for the BMD Mill project.
- Develop requisite information for conducting general natural resource site interpretation (to be presented in subsequent years by interpretive staff).

- Develop curriculum-based natural resource component for park's educational outreach program.
- Develop natural resource information for incorporation into Jr. Ranger program.

**Responsibilities:** Chief of Interpretation, Natural Resource Manager

## **PART 6.**

## **STATUS OF IMPLEMENTATION PLAN**

Fiscal year 2001 is the first year of the Long Range Interpretive Plan. Progress for the first year will be summarized in next year's Annual Implementation Plan.